

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION
T H E

bulletin

Vol. 53/No. 3

December 2009



Happy
Holidays



Up Front

from the President



The Christmas season is very enchanting, the stores filled with colourful decorations, numerous choices for presents, and jolly music playing.

Children of all ages are excited and starry eyed with anticipation of what is to come. Many and varied Christmas displays adorn the shop windows and every aisle. There are oftentimes gaudy displays scattered throughout the stores, which for some unknown reason, I find appealing and even occasionally have bought. But much to my chagrin, when it arrives in my home it doesn't have that same attractive appeal. However, it usually does bring a smile to my face to realize that I have gotten caught up, once again, in the excitement of the season. Except for the cost of some of these gaudy items it is fabulous to have that sense of joy in the Christmas spirit rekindled again in my soul and step.

Christmas means different things to each one of us. I think that most of my life I lived in a cocoon and could not understand how anyone could not relish in the season. I did think that there were people who were "BAH HUMBUGS" and I felt bad for them. I loved everything about Christmas; the decorations, the baking, the buying and wrapping of gifts, the making of a gingerbread house with my son, all the lights, the feeling of joy, contentment and happiness of having my family around me, the sense of peace and gratitude for all my gifts.

Then two years ago life happened to me in a huge way. It was not the first difficult experience that I had faced in my life, but certainly one of the most challenging. My partner, Ken, was diagnosed with pancreatic cancer and was given a terminal diagnosis. My entire world as I knew it went spinning and I could not get it to stop. The most painful truth I had to learn and

the hardest to accept was that "life is not always fair" and "yes", bad things do happen to good people. As the Christmas season quickly approached and I looked out into the world with significantly different lenses, I wept for myself and all those people I had inadvertently called "HUMBUGS" – I was now one of them.

I tried to maintain some sense of normalcy and reluctantly bought gifts for my children and relatives, wrote Christmas cards with no feeling of joy and other activities where I just went through the motions. I asked over and over again, "What is all this about?" My youngest son, Tyler, bought a packaged gingerbread house for us to do. He was so happy but I could not find it in my heart to participate in the activity. To this day I regret that I could not have mustered up the energy to complete this as it meant so much to him and he did what he could to try and make Christmas a little normal. I dragged myself around and wanted to shout at everyone, "Don't you feel my pain?" I could not put up a tree that year or decorate the house. It was a house of sadness and anguish, as we all knew that this would be the last Christmas we would spend with Ken. As we celebrated that year without all our normal traditions I did reflect on how many other people, for whatever reason, find the season challenging beyond belief. Ken passed away in late January.

Last year I spent Christmas with my parents in Baie Verte. Again, the loss was too raw to feel the excitement and joy of the season. But instead of being jealous or envious of all those people who were experiencing the joy of the season, I was happy for them. I still needed the time to endure my loss and let the memories run their course. I did not make the traditional gingerbread house with my son or unpack any of our decorations. My house in Marystown stood empty and void of any Christmas cheer or celebrations. It takes time to deal with loss. I had no control over the events that happened to me but I was still free to choose how to respond to them.

This year I am in a new place in time and life. I can feel the excitement of the season welling up in me. I have bought my first new Christmas decoration in three years. It might be gaudy to some, but it puts a smile on my face. I smile when I see children with their excited faces. I am in a new position, a different home and a new city. I will, for the first time in three years, be unpacking my boxes of Christmas decorations which will be an emotional as well as exciting ordeal. I will be giving some away, saving some for the children, keeping and tossing others. I will keep some of our old traditions. My son and I will be making gingerbread houses and maybe a few extras to share with my new neighbours and colleagues. I will be decorating my house, putting up a tree and baking. My parents will be with me this Christmas and we will start a few new traditions. It has taken some time, but everything is unfolding as it should.

As you embark on this Christmas season try to remember all those who, for a variety of reasons, experience great difficulty with this time of year. Take time to celebrate the gifts you already have and cherish each and every moment with your families. Take time to recharge your batteries after a rather hectic fall.

As you prepare for the holiday season, cherish your memories of years gone by and look ahead with eager anticipation of wonderful events yet to be discovered. I wish you the very best the season can offer – good cheer, happiness, health, peace, love, and contentment in your place in the world. No matter what traditions you hang on to or new ones that develop, may you enjoy your family and friends and may your homes be filled with peace and love.

On behalf of your Provincial Executive and myself, let me offer you the most sincere wishes for a very merry holiday season and a fabulous New Year.

Lilly B.

bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop,
Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Services

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1. Tel: 709-726-3223, 1-800-363-3599 Fax: 709-726-4302; 1-877-711-6582 labrowne@nlta.nl.ca www.nlta.nl.ca

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product. Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227 mlamarche@nlta.nl.ca

Subscription Rate: \$18 per year. For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
Jan/Feb Issue: January 4
March Issue: February 1

ISSN-1189-9662



Member of the Canadian Educational Press Association, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

Features

9 Executive Director's Message
Best Wishes for the Holidays
by Edward Hancock

10 School Rep Seminars 2009
*School Rep Seminars 2009:
A Huge Success*

12 Living Well
*How to Develop Your Teacher
Wellness Strategy*
by Claudette E.S. Coombs

16 Professional Development
Leaving a Legacy
by George Tucker

**18 Teachers Will Want To Be
at the Edge in 2010**
by Heidi Wicks

20 Virtual Teacher Centre
Online PD – Shifting Our Thinking
by Jim Murphy

**22 Engineers Without Borders. Looking to
Teachers to Help Inspire the Province**
by Daniel Miller

24 Media Awareness
*Solving the Privacy Dilemma:
How Parents and Teachers Can
Help Youth Deal with Privacy and
Marketing Issues Online*

27 Hats Off!
*Principal Praised for Personal Care of
Students, Wins Award*
by Frank Gale

Departments

Up Front from the President	2
On Location News	4
In Memoriam	6
Calendar	back cover



Faculty of Education Special Education Courses Winter Semester 2010

Interested in finishing your Bachelor of Special Education?

Offered by distance: Education 3040, 3620, 3630, 3640

Offered evenings at the St. John's campus:
Education 3650, 3660, 3941, 4515, 4530

Questions?

Please contact:

Office of Undergraduate Student Services,
Faculty of Education.

Email: muneduc@mun.ca

www.mun.ca/educ

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

CONCEPTION BAY SOUTH

Math Daze: Count Yourself in @ St. George's Elementary!

October 15 and 16 were Mathematics Celebration Days at St. George's Elementary in Conception Bay South. All students from Kindergarten to Grade Six were involved in cross-grade fun and exciting activities. Included was a "Math Fit" aerobics and a "Math in Our World" walk where students used their digital cameras to capture how Mathematics is everywhere and used in our day-to-day lives. Students even got into the spirit by dressing to the theme and classes lived up to the challenge of decorating their doors to promote the event. The two-day event was organized by the School Development Team.



Students capture images for the "Math in Our World" activity.

ST. JOHN'S

Macdonald Drive Junior High holds 5th Annual Gulu Walk

On Friday afternoon, October 16, 2009, Macdonald Drive Junior High School in St. John's held their 5th Annual Gulu Walk in combination with their first Healthy Commotion for this school year.

The event began with an assembly which included a speech and a slideshow about Gulu and a guest

speaker, Ms. Grace Ikwere. Ms. Ikwere is a former resident and Gulu nightwalker from Northern Uganda. Ms. Ikwere expressed her gratitude for the school's continued support. She reported that "although night commuting in northern Uganda has stopped, thousands of children are still missing or suffering from the trauma of abduction, and thousands more are displaced from their homes in refugee camps." She stated that "help is still needed and there is much to be rebuild."



Students at Macdonald Drive Junior High participate in their 5th Annual Gulu Walk to raise awareness of the situation in Northern Uganda.

"This year's Gulu Walk was about raising awareness about the conflict while fundraising for an arts and cultural center that will be used to rehabilitate the children who have been seriously affected by the trauma of displacement, abduction, and disease," said Joan McCue, School Counsellor at Macdonald Drive Junior High. "The students and staff walked around Kenny's Pond, wearing orange, carrying banners and hopefully raising awareness of the situation in Northern Uganda." After the walk, the students participated in physical activity stations set up throughout the school and all were given a healthy snack. "The enthusiasm about the Gulu Walk and the overall afternoon was very positive!" said Ms. McCue.



Grace Ikwere

PESIC Conference 2009

Over 120 Physical Educators from across Newfoundland and Labrador gathered at the Powerplex Sports Centre in St. John's from September 17 to 19 for their biannual provincial conference. The nearby Dr. Noel Browne High Performance Centre Swilers Room hosted the Opening Session and the Awards Luncheon. These professionals could count among their dignitaries and well wishers NLTA President Lily B. Cole, MHA Ed Buckingham, Assistant to Deputy Minister Mark Jones, Health representatives, ESD bureaucrats, and leaders in education from other provinces, besides looking around the room to note colleagues from as far north and west as the province extends as well as central, south and east. All of these represented an earnest desire to advance the health and well being of students through physical literacy.

NLTA President Lily Cole spoke at the opening acknowledging the contribution Physical Education also makes to mental well-being. Keynote speaker Jamie Mandigo highlighted other benefits of movement literacy – reinforcement of equity, inclusion opportunities, critical thinking, children in crises having a right to play, and teamwork skills, to name a few. Games and movement that foster understanding are perfectly suited for situated learning. The Physical Educators listened to reminders and insight so as to gather more strategies to promote improved learning for students. Sessions included such topics as omnigen games, rugby team play, wrestling, online science exercise, smart board as a useful tool in Physical Education, and fundamentals fun for children.



Ellis Coles, national winner, Physical Education Teaching Excellence Award, giving a session at the PESIC Conference.

The Awards Luncheon included recognition of national winners: Physical Education Teacher of the Year 2009, Ellis Coles from Paradise Elementary; provincial Honour Awards Terry Burton, Colleen Hogan, Anne Inder, and Young Professional Award Jason Abbott. Respective District Teacher of the Year Award Winners were: Terry Holmes, Gordon Casey, Deon

Goulding and Paul Hamilton. The AGM included election of Provincial Executive: David Constantine, Kellie Baker, John Elkins, Trishe Boye, and District Reps Rosie Ryan, Anne Inder, and Zoe Hamilton.

NEWFOUNDLAND & LABRADOR

CEC Outstanding Achievement Award 2009 call for nominations deadline extended

The Newfoundland and Labrador Council for Exceptional Children promotes excellence in educational and community services for children with special needs and their families. In keeping with this goal, they are pleased to call for nominations for the annual Outstanding Achievement Award. This award is designed to acknowledge "outstanding contribution to the well-being of exceptional children and youth; innovation of teaching strategies; dedication to the integration of exceptional children; dedication to the creation of positive learning environments; and an ability to inspire students and co-workers". The award is designed to acknowledge the caliber of excellence for which our province is strongly recognized. Nominees must have completed 20 years experience in the field of Special Education.

Individuals who are interested in nominating a local educator/practitioner are asked to contact Dr. David Philpott, CEC Awards Committee Chair (philpott@mun.ca), to obtain details and nomination forms. Nomination must be submitted by January 31, 2010.

ACT offers support to teachers

The Alliance for the Control of Tobacco (ACT) grant program can be accessed any time throughout the year to support tobacco control/reduction projects in communities and schools around the province. Please do not hesitate to contact ACT if you have an idea for a project that connects to the Tobacco Reduction Strategy. ACT is open to discussing any project you might have in mind to determine if it is something they could assist with financially or in kind.

ACT is able to provide presentations to classes, resources such as lesson plans, brochures and pamphlets. As well, as ACT may be able to assist you by offering some promotional items if your school is participating in a healthy, active, smoke-free activity.

Please go to www.actnl.com or call Kevin or Melissa at 709-753-0079 for more information.

MICHAEL DINN, 1961 - 2009



Michael Dinn



Betti Moore Woodford

On June 30, Mike died from the injuries he sustained in a bicycle accident as he rode home from Holy Trinity High School to begin his summer holidays. Our families, his friends, colleagues, and students lost someone special; we all lost a cherished friend.

Teaching was not Mike's first profession, but it was the one he loved the most. He brought to his chosen career an enthusiasm, vitality, and professionalism based on a lifetime of experience. Originally, Mike planned on being a commercial helicopter pilot, but when this was not to be, he went on to earn a B.A. from MUN in 1984, a degree in journalism from King's College (Nova Scotia), and a degree in fine arts (film) from the University of Regina. He wrote articles for several magazines and *The Telegram* and worked with numerous production companies throughout the Atlantic region. He spent four years in Japan with his wife, Marcia, teaching English as a second language. During that time they travelled throughout much of Asia. Shortly after they returned to Canada in 1996, Mike completed a degree in education and began a new career in teaching.

Mike was drawn to teaching for the same reason he was drawn to journalism – people. He made friends easily and drew people to himself. His friends were many and varied, and they were drawn to him by his warmth, his enthusiasm, and his genuine interest in what they had to say. He was a born entertainer and storyteller, and his sense of humour was infectious. Mike was not someone to go unnoticed. He was generous with his gifts whether it was creating a video for his school or an election video for me.

Most importantly, Mike was about family. At the centre of his life were Marcia, and his sons Sam and Kipp. Surrounding this centre was his extended family of our mother and late father, brothers, sisters, in-laws, nieces, nephews and cousins. Mike immersed his children into family and taught them the value of it through his almost daily visits to our mother, family camping trips, the summer road trips to P.E.I. to visit Marcia's family, the traditional Christmas dinners at Mom's. On the last day of school he was heading home to take his youngest son swimming and then to have his own social on his deck in front of his chiminea with any family and friends who might drop by.

Mike had many interests but his passion was the outdoors. Other than his family, nothing gave Mike more pleasure than obtaining (or making) some new camping gadget or planning some new outdoor adventure. It was a passion he shared with friends and family; we were privileged to share it with him.

What can I possibly write that will come close to expressing the deep sense of loss we all feel for my brother. He was an integral part of the lives of those who knew and loved him. And while part of us died with him, there is much that will live on.

Still...we'll miss him.

(Submitted by Jim Dinn)

BETTI MOORE WOODFORD

Betti Moore Woodford graduated from Assumption High School, Avondale in 1970. She then enrolled at Littleton College and received a Bachelor of Education and a Bachelor of Arts from Memorial University. Following this Betti embarked on a rewarding teaching career which spanned 29 years. She held positions at Our Savior King Academy in Southern Harbour, Enright Memorial in St. Joseph's, Assumption Elementary in Avondale, St. Joseph's Elementary in Harbour Main and she finished her teaching career at Holy Cross School in Holyrood in 2002.

Throughout her career her love for children was paramount. She embraced the loving trust and honesty of her students. She was fondly referred to as Miss Betti by students, parents and teachers. Teaching indeed was her true passion.

Following retirement, Betti embraced and was thoroughly devoted to a new challenge. Her focus became wellness of body, mind and spirit and with that intention, she began a new business called *Living Peace*. Betti, being a true humanitarian, loved to be of service to others and her new profession allowed her to use her training as a naturopathic healer, together with her innate gifts of kindness, caring and compassion to improve the quality of life for others.

Betti loved and appreciated nature. Kayaking, hiking, range shooting, skiing and mountain climbing were among the many outdoor activities that so enriched Betti's life. She found joy and peace sitting by the ocean, watching a sunset and marveling at something as simple as snowflakes falling.

Betti was blessed by the love of her four wonderful children, Mark, David, Brian and Marie, her daughter-in-law, Sue, her three precious granddaughters, Kate, Sarah and Abby and her brother Tom.

All who knew and loved Betti Moore Woodford were shocked and saddened by her sudden passing on June 20, 2009. In the words of François Mauriac, "No love, no friendship can cross the path of our destiny without leaving some mark on it forever." Betti has indeed left her mark and is sadly missed by all who were blessed to have known her.

(Submitted by Florence Costello)

T.A. CLAYTON PEACH

T.A. Clayton Peach passed peacefully away at the Harbour Lodge Nursing Home in Carbonear on September 22, 2009 after a short illness. He was born in Salmon Cove where he grew up and received his early education. He received his Level 3 teaching certificate from the Newfoundland Teacher's College.

Clayton's 34 year teaching career took him to Mud Lake, Hodge's Cove, Burnt Point, Markland, Freshwater, where he was staff teacher and then principal. He finished his career at Davis Elementary in Carbonear in 1978.

There was no doubt Clayton was in charge of his classroom, but students remembered him as kind, dedicated and fair. During his early teaching days he taught many subjects in multi-grade classrooms, but later years he would teach only French and English. Literature was his favourite subject and he could recite Tennyson, Shakespeare and Burns effortlessly!

Retirement was busy for Clayton. He was faithful to his church, Bethany United, an active member of the Retired Teachers' Association and a volunteer with Meals on Wheels. He loved to chat with former students and catch up on their lives. Mostly though, he was dedicated to his family, especially his granddaughters whom he lovingly doted on.

Predeceased by his son Byron, brother Bert and sister Grace Macleod, Clayton has left with precious memories wife Mildred, daughter Sylvia, son Barry (Brenda) and granddaughters Jennifer, Alyson and Laura.

I hope to see my Pilot face to face when I have crossed the bar. – Tennyson

(Submitted by Barry Peach)

KATHERINE SEYMOUR, 1916 - 2009

It is with sadness that we note the passing of Mrs. Katherine Seymour, former bookkeeper with the Newfoundland and Labrador Teachers' Association.

Katherine was born in St. John's in 1916. When she was 12, her family moved to Corner Brook. She completed her education there and went on to work at Bowater's and later at *The Western Star*. In 1951, Katherine married Gordon Seymour and moved back to St. John's. The couple welcomed their daughters, Elizabeth and Margaret, before Gordon's untimely passing in 1956.

In 1963, Katherine began work with the Newfoundland Teachers' Association as the Association's first full-time bookkeeper. At the time there were only three other employees on staff. In the early years she was also responsible for the work

of the Credit Union which, at that time, was part of the Association. In 1995 the Newfoundland and Labrador Credit Union honoured Katherine for her excellent service during the Credit Union's formative years by creating the Katherine Seymour Excellence Award, an award presented annually to the NLCU branch that exemplifies quality service delivery.

In 1983, at the age of 67, Katherine retired after 20 happy years of dedicated service to the NTA. After retirement she enjoyed spending time with her family and friends, doing volunteer work, walking, reading books and doing crosswords. She lived in her own apartment in her daughter's house until 2008 when, due to declining health, she moved to Ruby Manor in Mount Pearl. Katherine passed peacefully away at the L.A. Miller Centre on September 1, 2009 after a brief illness.

Katherine is survived by her daughters, Elizabeth Moffatt (Doug) of Ottawa and Margaret Coombes (Joe) of Mount Pearl, grandchildren, Adam and Colin Coombes and Anne Moffatt, other relatives and friends.

(Submitted by Margaret Coombes)



T.A. Clayton Peach

In Memoriam Submission Guidelines

Submissions to *In Memoriam* should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. *In Memoriams* should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.



Special Message from NLTA President Lily B. Cole



Dear Colleagues,

I would like to take this opportunity to thank every teacher in Newfoundland and Labrador for their ongoing cooperation as we work through the issues and concerns with the H1N1 pandemic.

Once again teachers in this province have demonstrated their commitment, dedication and professionalism in keeping the education system functioning and schools open for the students in their care. It is through these challenging times that the teachers of Newfoundland and Labrador show their true strength and resilience in being role models and leaders in their communities.

In most schools the usual role of teachers in the teaching and learning process was interrupted as teachers assumed many other roles to ensure that the vaccination process went as smoothly as possible. From the reports that I have received, the teachers were phenomenal in making the vaccination process seamless. In schools, as I write this letter, it certainly is not "business as usual" with high student absenteeism, the vaccination process, postponement of student travel, and a variety of other factors that are unique to each school. The curriculum and other extra-curricular events have become secondary to ensuring that our students are inoculated and protected from the H1N1 virus.

Your patience, hard work and caring support continue to be greatly appreciated during this critical time.

Sincerely,

Lily B. Cole
President

Best Wishes for the Holidays

by EDWARD HANCOCK



As the Fall rapidly winds down and the Christmas season is almost upon us, it is a pleasure to again offer all of our members and their families the very best wishes for the season. On behalf of your Administrative and Support Staff who work daily on behalf of teachers, I extend to you the warmest greetings for a joyous Christmas and a safe and prosperous 2010.

It is hard to believe that it was a decade ago, ten full years, that we were preparing to welcome in the new millennium (some would say a year too early) as January 1, 2000 rolled inexorably closer. Predictions of pandemonium filled the airwaves as pundits spoke of computer meltdowns and other dire 'end of the millennium' scenarios. That year came in rather smoothly without the doomsday effect and here we are already about to enter the 'double digit' years of the new century. It is certainly true that time flies for busy people.

This past Fall has no doubt had its usually busy pace for teachers, but it has certainly been anything but a usual one as the H1N1 pandemic impacted schools throughout the province. Our members have gone, and continue to go, above and beyond the call of duty in ensuring that the education system functions as normally as possible during the pandemic. Your professionalism, patience and hard work have been critical in supporting students and their families during this time. Such altruism is a reflection of what teachers do, and who they are, at all times but it is especially apparent when the needs are greater.

Altruism is defined by Merriam-Webster as "unselfish regard for, or devotion to, the welfare of others". This is certainly an apt descriptor of teachers' interaction with their students throughout the school year. Therefore, it is all the more important, as the Christmas season approaches, to plan for how you will use this time as a real break from the constant demands of teaching and an opportunity to take time for family, friends and (dare I say it?) yourself.

A few years ago around this time, I read a brief article in the PEITF newsletter concerning the Christmas rush and the "five major time wasters" which leave us with too little time to really enjoy the season. These, along with suggestions for avoiding them, were identified as:

1. Spreading yourself too thin by trying to do too many things at once. Suggestion: Set priorities, then focus on getting the most important things done first.
2. Being afraid to delegate. Suggestion: Recognize that you have others who can responsibly do some tasks and that you can still get these done the way you want.
3. Not wanting to say "no" to requests. Suggestion: Decide what you must do, and what you want to do, and start saying "no" to other requests that don't fit your priorities and plans.
4. Being tied to the phone. Suggestion: Don't let the phone distract you from your priorities. Screen calls when you are busy and set aside a time to return calls.
5. Procrastinating. Suggestions: Don't put off important tasks just because they may be unpleasant. Divide large tasks into smaller ones. Reward yourself when you finish a difficult task.

Let's try applying some of these ideas to Christmas preparations and responsibilities during the holidays this year, to preserve more 'quality time' for ourselves and our families and friends. Remember that paying some attention to self is not selfish.

To all of you from all of us at 3 Kenmount Road, have a wonderful Christmas!

Love is what's in the room with you at Christmas if you stop opening presents and listen. ~ Author unknown, attributed to a 7-year-old named Bobby

Ed

School Representative Seminars 2009

A Huge Success

The NLTA School Rep Seminars were revamped, reworked, and reorganized this past fall to provide school reps with the information they need to carry out their important roles.

Three seminars were held: at the Capital Hotel in St. John's on October 16 and 17, at the Greenwood Inn in Corner Brook on October 23 and 24, and at the Mt. Peyton Hotel in Grand Falls-Windsor on October 30 and 31.



Each session opened with special greetings from NLTA President Lily B. Cole. The first evening commenced with an ice-breaker session where those in attendance had an opportunity to get to know each other a little better. "The NLTA and You" video was viewed while school reps and others in attendance enjoyed a Friday evening snack of freshly popped popcorn. As many stated in their evaluation, the video was easy to watch "especially with the popcorn" and the "popcorn hit the spot".



The first evening rounded out with a game of NLTA Jeopardy when school reps got to show us what they know about the NLTA. Categories such as "A Hot Date", "NLTA VIPs", "We're Just A Call Away", "Miss These Deadlines" and "You're Dead in the Water" made for an interesting competition. Teams played against each other in attempts to win the most points and, of course, great prizes. Comments such as "What a great informative yet fun way to present very important information" and "Had a blast – learned a lot about our NLTA. The game made this learning fun and I remembered more". This activity was a great lead in for the social where everyone got to relax and wind down for the evening.



Saturday morning began with an informative presentation on the NLTA organizational and program structure. The key work of the Association in the areas of Benefits and Economic Services and Professional Development were reviewed at length. School reps had the opportunity to ask questions on specific areas of interest and staff were able to give more detailed information.

The mid-morning session provided more specifics on the NLTA programs and services. This was an interactive session where school reps searched the NLTA website to find answers to questions on information contained on the website or in print. There were 50 questions in total and teams of three to four people searched for the answers. There were prizes for the team(s) with the most correct answers. School reps commented that "the time to explore the site was very valuable", "what a great strategy",

"loved the idea of searching for the information and the competition instead of just sitting and listening to information", and "great way to view resources available to teachers and school reps". The purpose of the session was to show school reps the vast amount of information available to them on the NLTA website. While school reps are not expected to know everything, the information is certainly at their fingertips.



After a nutrition break school reps viewed a presentation called "Communication and the NLTA School Rep". This presentation discussed how the NLTA communicates differently now with the school reps than it did even a few years ago. The importance of good communication was discussed as well as the important role of the NLTA school rep. Also included in this presentation was a session on the Virtual Teacher Centre. School reps commented that learning about the resources available on the VTC was extremely helpful. Comments included "so important to give an overview of this site", "good to be walked through the VTC", and "will investigate this further". Overall, school reps enjoyed the presentation and one comment, in particular, summed it up: "I thought this was eye opening since this is my first year as rep at my school."

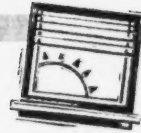


After a quick lunch school reps had the opportunity to review case studies and watch role-plays that examined potential situations and issues. NLTA staff acted out the role-plays and school reps were able to comment on how the scenario should have occurred

and what was the role of the school rep. School reps again found this approach to be informative and a "fun way to explore potential problems and issues and allow for discussion about these issues".

The purpose of the school rep seminars is to assist the school rep in their important role within the school. These sessions can be deemed a success with such feedback as: "informative and beneficial for all school reps"; "awesome professional development"; "enjoyable, well-planned and smoothly run seminar"; and "I certainly have a greater comfort level after this session."

The next round of school rep seminars will take place during the fall of 2010 in three other locations in the province. Dates and locations will be announced soon.



How to Develop Your Teacher Wellness Strategy

by CLAUDETTE E. S. COOMBS

Being healthy requires a multi-faceted approach. No surprise here! But in a practical sense that means that for you to be healthy, there are many influences other than your lifestyle choices, that have an impact on your well-being.

To be healthy, we are not expected to know everything about everything. For example, as a fire safety measure, we may know that all rooms are required to have two exits but we can be sure that there are many other rules, regulations and guidelines in the Occupational Health & Safety Act, Labour Law and Public Health Agency that are in place to protect our health and safety, without us even knowing they exist.

Understand Wellness

From a logical perspective we accept that health involves more than eating nutritiously and getting some 'exercise'. But do we really understand, and accept, that much of being healthy is beyond our personal lifestyle choices?

In a very simplistic sense, we can say that being healthy is physically having a fit body and mentally feeling good. To achieve that, we must be motivated and able to find the: time, finances, space, resources, supports and access to the things that keep us feeling well. This introduces a comprehensive realm of wellness which includes the emotional, spiritual, financial, social, intellectual, mental and physical dimensions of each person's being. Yes, we definitely make choices which impact our health in each of these dimensions, but additional factors influence how well we feel and function in each dimension. These factors are not subject to personal choice in the same way. We may choose to leave a chemically toxic community or an unhealthy workplace but, due to issues such as income and family, we do not always feel free to make such choices.

Know What Influences Your Health

The influences on our health, officially called the "Determinants of Health", fall into several categories. We are given a biological predisposition through

our genes; we react to a variety of exposures in our physical environment; we respond according to our lifestyle choices; we emotionally experience life in a culture and society which presents social values, norms and advantages; we have the ability to manipulate our environment through our knowledge, skills and resources; and we learn to create what we need to mitigate the impact of factors beyond our control!

The following descriptions highlight how our health is determined by where and how we live, in the body that we have been given.

Genetically we receive a set of data that sets the stage for our physical well-being. On this spectrum of possibilities, where we end up is determined by our actions and our environment. For example, a family history of heart disease does not mean that you will succumb to a heart attack at 45. Instead, with a healthy lifestyle and appropriate medical care, you may celebrate your 100th birthday!

Cultural factors play a role in the behaviours we choose. Statistically we have higher rates of heart disease than the Canadian average. Our traditional diet, high in salt and fat, which is not generally accompanied by the physical work standards of our previous generations, has led to a negative impact on our overall health status.

Our *income, education* and a *safe, healthy work environment* impact our potential for being well. A stable, adequate income allows access to good food, medical treatment, services and facilities; health knowledge encourages better choices. Mold, lighting, and rodents aren't the only threats to our health in our physical work facility! We are affected by the social and professional atmosphere and the adherence to policies and regulations (e.g. Respectful Workplace, Occupational Health & Safety); and, the practices, attitudes and support of leaders in a guidance, directive or supervisory role. Our health becomes seriously threatened if we function in a physically and/or psychologically disrespectful work environment.

Availing of *services and resources* which support our personal and professional well-being, is invaluable.

Whether it's being able to obtain medical diagnostic and treatment support or accessing professional development opportunities, each is important to ongoing wellness and to our sense of control and stability.

Social networks and *status* serve to enhance the effect of other factors on our well-being. We derive a sense of belonging, meaning and value through our interactions with, and contributions to, the world around us. Having a supportive social network increases our access to positive resources and affirms our personal value. Lack of support and recognition brings the opposite results.

Lifestyle Choices include our personal practices and the skills we develop. We are affected by the habits and behaviours in which we engage for: sleep, relaxation, time management, coping skills, communication, conflict, financial budgeting, nutrition, physical activity, and the seemingly endless list of other personal choice areas!

By knowing what determines our health as a population, and the factors that have the greatest personal impact, we are able to plan for building and maintaining optimal health conditions for ourselves and for those around us.

Create a Comprehensive Strategy

To ensure a comprehensive wellness approach and increase its presence on the school's radar, link your Teacher Wellness Strategy with other committees and resources. Administrative support is critical. Common natural fits are with: School Development, Climate & Culture, Safe & Caring Schools, Respectful Workplace, Leadership at Work and health or social committees. Your Strategy fits well under the umbrella of a committee currently addressing Teacher Wellness. Although your EAP Wellness Coordinators are an ideal first contact for planning for an effective strategy; additional links include NLTA School Representatives and Branch Presidents, Regional Wellness Coalitions, and local Community Health personnel (nutritionists and health promotion consultants).

Define the Committee Structure and Mandate

A dedicated Chair and several committee members with a vision for health and a clearly defined mandate start the strategy off with the desired results in mind!

Collect & Analyze Data

There are many sources and types of data that should be collected prior to beginning the specific details of planning your Wellness Strategy.

- Gather information on health from many sources, so that the committee understands the components which influence health.

(cont'd on page 14)

- Present (or have a health professional present) those concepts to teachers so they see that “health” is much more than a physical and mental issue and they make the connection between facets of their physical and psychological environments and their ability to be well.
- Seek input from the staff. With an ultimate goal of enhancing staff well-being, if you want staff buy-in, they need to believe that being involved is worth the effort they contribute.
- When you have collected the information, review it to look for: health themes; priority issues; potential short-term and essential long-term objectives.

Now you are ready to start the detailed process of planning, writing, communicating, implementing and evaluating your Teacher Wellness Strategy.

Plan Your Wellness Strategy

The following planning tips add to the likelihood that staff will: become and stay involved; experience personal success; increase their sense of well-being; and, support continued strategy development and revisions to meet ongoing or newly identified health needs. Use your “teacher role”. Just as you would plan and prepare to introduce a complex concept to your class, also prepare so that your Strategy contains the essentials and is built on principles that respect the participants.

- Use all interested and available expertise in program planning, health information and marketing. You want a strategy that is set up for success! Take the time to do it right.
- Base the strategy components on the information collected from staff.
- Include both proactive, preventive and reactive, interventive components. To be most effective and to most efficiently use resources, a strategy must address the issues at hand, while also including initiatives which anticipate negative potential. Without advanced planning, the energy and resources of the strategy will be used to continuously “put out fires”. By introducing policies and having supports (awareness, education, skills), in place, real progress can be made in creating a healthy workplace and staff.
- Be sure that all components form a unified ‘big picture’ that fits your school and staff, meets the identified needs and has room to grow.
- Plan short-term initiatives which provide positive feedback. This keeps staff involved by enabling them to experience initial success.
- Build in the long-term components with appropriate objectives that lead the strategy to achieve its mandate.
- Put a protocol and structure in place to encourage

staff feedback and allow for ongoing revisions. As the strategy is implemented, unanticipated changes may occur at a rate which make the original plan less appropriate.

- Promote and celebrate your collective Strategy! Each component, every success, every necessary modification and each designated milestone should be noted and communicated to all staff. If things happen without general awareness, staff quickly feel that this strategy belongs to someone else and disengagement likely results.
- Don’t cross the finish line! The strategy should be a permanent entity with regular revisions and a renewed mandate and goals. Reviews can be done annually, or as necessary. Sometimes the review process will be a rubber-stamping of the current plan; other times, it will be a complete revision of the goals, objectives and methods, in order to move with the current progress and to meet the changing needs of the staff.

Implement your Teacher Wellness Strategy

- Market the plan! Show how it incorporates the information provided by staff and will benefit all staff through the realization of various objectives. Indicate how reasonable participation can be attained and positive results achieved.
- Have a Wellness Strategy corner on the staff bulletin board. Keep it up-to-date with plans, activities and invitations for input. Remove outdated notices and regularly add new material to encourage staff to frequently check the board for personally relevant news.
- Openly review the progress, invite feedback and modify plans. Although it has specific goals and clear objectives, the Strategy should be a flexible document with evolving initiatives that are staff directed.

Through the EAP Wellness Program, schools throughout the province have been assisted in developing their unique wellness strategies or initiatives. You can take advantage of the planning and resources available to you by contacting an EAP Coordinator. Your Wellness Strategy can start you on a path to strong planning and effective implementation of a program designed to enhance the quality of teachers’ lives.

Claudette Coombs is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Judy Beranger (ext. 265).

February 12, 2010



Janeway Day 2010



Every year, Janeway Day in the schools provides an opportunity for students and teachers to help other children. Since 1986 students and teachers have donated more than \$864,000 to the Janeway.

Here's how to participate in Janeway Day 2010:
Ask students and teachers to forego the equivalent of recess monies for one day. That's their donation to the Janeway.

All monies will be forwarded to the Janeway to help the children of Newfoundland and Labrador.

Caring and Sharing for the Janeway.
A project of the Newfoundland and Labrador Teachers' Association.



Leaving a Legacy

by GEORGE TUCKER

Recently I had the wonderful opportunity to visit Washington, DC. My spouse had decided to attend the annual conference that the international company she works for holds annually. Given that I have always dreamed of visiting the USA capital city, I arranged to take some annual leave and tagged along with her.

For those of you who have visited Washington, DC, you'll know that the city is a sensory feast for individuals who are interested in history, museums, monuments, culture, etc. Upon entering the city I was struck by the number of marble buildings and monuments. I was immediately taken back to my childhood and my mind's eye view of Rome as portrayed by the movie, "Ben-Hur" starring Charlton Heston. The enormity and grandeur of The Capitol, the National Cathedral, the Lincoln Memorial, the Washington Memorial, the Jefferson Memorial, the Vietnam War Memorial, the Korean War Memorial, Arlington National Cemetery (across the Potomac in Virginia), the Smithsonian Museums, the Holocaust Museum/Memorial, etc. are difficult to comprehend and this writer's words are inadequate to describe the feelings that I encountered in the midst of such places of American national pride and significance. All of these monuments and memorials are larger than life and truly magnificent in all their glory. The architects and builders of these edifices understood that the physical characteristics of the individual structures needed to vividly portray and represent the significance of the individuals or events that they represent. To ensure their longevity, only the most durable, costly and superb building materials and adornments were used. Outside of a catastrophe of immense proportions, the marble structures of Washington will likely stand in all their glory for eons to come.

In recent months I have also had the great pleasure to read Ken Follett's books, "The Pillars of the Earth" and "World Without End". If you have read these extraordinary works (my opinion) of literature you know that Kingsbridge Cathedral is the centerpiece of the books. Well, during my few days in the USA Capital, I took a tour of the Washington National Cathedral. This mammoth stone structure is the sixth largest church in the world. It took an army

of skilled craftsmen some eighty years to complete. The detailed workmanship, extraordinary carvings, stained-glass windows and the enormous scale of the ecumenical church are mind-boggling. It's unbelievable that mere mortals could be responsible for such a spectacular structure without the aid of modern technologies.



Lincoln Memorial

Dr. Steven Covey states that "all things are created twice, first mentally and then physically". Who were the visionaries of these magnificent, colossal buildings? And, how did the necessary skills materialize and evolve to permit the craftsmen to turn dreams and architectural plans into reality in the form of stone, mortar and magnificent art? As a member of the Baby Boomer generation and a product of our current throw-away society, I can't help but to be amazed by the wonder of these devoted, skilled visionaries and builders. I can't help but be more than a little envious that our modern society does not put more importance on the need to build things that will last longer than a generation or so.

As I enjoyed the sights of Washington, I began to think about the legacy that has been created by American leaders to ensure that their history and culture, and indeed the history and culture of all humankind, are celebrated by all generations – past, present and future. The sense of place and history that is vividly apparent in Washington is simply overwhelming. As Newfoundlanders and Labradorians, we too have a strong sense of place, history and culture. And, although our structures may not be of the magnitude

of those of our USA neighbours, we can be extremely proud of the War Memorials that adorn many of our communities, our ancient churches and some of our buildings such as The Rooms, our Arts and Culture Centres, etc. These physical structures are obviously important. Few people would argue that their importance in our lives is significant. However, as an educator for some thirty years, my thoughts soon turned to education and specifically to the important responsibility that we have as teachers in helping to shape the futures of the students who come into our charge. For as teachers, we deal with a different sort of palette... a different type of clay, mortar and bricks. Our building materials are the knowledge, ideas, skills and attitudes that we bring to our classrooms. They are also the precious children that parents afford us the privilege to teach every day of our careers. Just as some bricks are flawed and lack perfection, so too do some children present with exceptionalities and challenges. But, as Dr. Steven Covey reminds us, "Parents send their best kids to school". So, it is up to us as teachers to work with our students to help shape them into successful, contributing members of society. As professional, well-trained educators we must call upon all of our training, expertise and skill to add the necessary mortar to help each individual student achieve his or her fullest potential. Are we solely responsible for each child's success? Obviously no! Parents should [in a perfect world] always be the first responder. And, as the African proverb states, "It takes a whole village to raise a child." But, teachers can and do play an important role. Our role in helping to shape and mould children and young adults provides us with the opportunity to create the most important legacy of all. For as educators, we have the potential to be superb teachers who can positively influence the growth and development of our young charges.

During my workshops on leadership or student motivation, I often ask the participants to reflect on what they believe will be their legacy as it pertains to their teaching and/or administrative roles in the school system. As educators, we find ourselves in the unique position to help mould the young people that we work with on a daily basis in our classrooms and schools. During our careers, we probably help influence hundreds of students. Just think for a moment of the unique opportunity that we as educators enjoy in our efforts to help create a legacy of young citizens that will continue to make a difference in our society for generations to come. No, this legacy does not manifest itself in stone and mortar but the beauty and magnificence of each young person is no less spectacular! We find our clay, brick and mortar in the

presence of the children and young adults that grace our classrooms. As educators we can and will leave a legacy because as the quote states, "To teach is to touch a life forever". We have the opportunity to be extremely proud of our legacy. Our role as [potential] architects of human development and achievement is no less magnificent than those skilled craftsmen who designed and built the great structures, monuments and obelisks of Washington. Yet, just as mortar and bricks are nothing without the vision and skill of the craftsmen, students will not easily reach their full potential without the caring, thoughtful and measured guidance, teaching and involvement of their parents, teachers and other significant adults. Will all of us leave a legacy? The answer to that question is an unequivocal 'yes'. Will our legacy be positive or negative? The answer to that question will depend on each of us and how we conduct our own lives and careers. Our teaching legacy will depend on how we engage our students and how successful we embrace the philosophy as quoted by President John F. Kennedy. He stated, "Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation."



Washington Cathedral

As this school year progresses and as you each work diligently to manage the many challenges that come your way, remember that teaching is indeed the 'most noble of professions'. Also remember that your efforts and ultimate success as a teacher will manifest themselves in the present and future success of your students. For, it is within your students that a very important component of your legacy is contained. Take care and good luck.

George Tucker is an Administrative Officer in the Professional Development Division of the NLTA.



Teachers Will Want To Be at the Edge in 2010

by HEIDI WICKS

This October, Memorial's Faculty of Education wrapped up the premier Edge conference, held at the Sheraton Hotel Newfoundland. With over 260 delegates from around the world, the conference was a triumphant success.

One delegate noted that they, "very much appreciated the thought to include teachers and administrators," while another said, "(the conference) was inspirational, thought-provoking, and challenged you to live on the EDGE. Tremendous conference."

The first of its kind in North America, the conference had tracks for undergraduate, graduate and PhD students, as well as for practitioners. The conference will continue this tradition for Edge 2010, which will explore technology integration in the K-12 and post-secondary classrooms.

Dr. Chris Dede of Harvard University's Department of Education was a keynote speaker at Edge 2009: Inspiration and Innovation in Teaching and Teacher Education. Entitled, *Transforming Education for the 21st Century: Emerging Models of Teaching and Learning via Cyber infrastructures*, Dr. Dede's discussion in many ways relates to the themes that will be explored in next year's conference.

"We live in an interesting time, because information and communications technology are doing three things at once," said Dr. Dede, as he began his presentation. "They're changing the kinds of knowledge and skills society wants from our graduates. Many of us were not prepared in school for the roles that we now fill, because the preparation that we needed did not exist. And that's absolutely going to be the case for our students who are growing up in a world for multiple jobs and careers, and when those jobs don't yet exist, it can be difficult to know how to prepare them."

Dr. Dede said the same technologies that are creating those challenges are also opening up opportunities for new ways of teaching and learning.

"They're changing the characteristics of students of all ages, because of what they do outside school for entertainment, for communication, for self-expression," he said, referring to revolutions and advancements in cell phones, hand held video game devices, iPods, or any one of the devices youth are using. His point was that if a student's world is blocked with devices that become more advanced by the second, teaching them using chalk or whiteboards isn't going to have much impact.

"A big problem is that what people do outside of school looks a lot more like 21st century work than what we do inside of our classrooms. So in 2007 I wrote a book chapter, and the first sentence said, 'If we were to re-invent schools now, knowing what we know about technology, what would that look like?'"

Even though we aren't in a position to re-invent education, we're in a position to evolve it, he said. Knowing where we want to go is an important part of that.

Participation and practice amongst this province's teachers, professors and administrators is essential to the evolution of education, and to ensuring the accurate preparation of future generations.

Edge 2010 promises to continue the dialogue on educational reform and advancement, pushing the edges of teaching and learning in this province and around the world.

Heidi Wicks is Communications Co-ordinator for Education with the Division of Marketing and Communications at Memorial University.



E-LEARNING: THE HORIZON AND BEYOND

OCT. 12TH-14TH, 2010
DELTA HOTEL & SUITES
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
ST. JOHN'S, NEWFOUNDLAND, CANADA
www.mun.ca/educ

Check our website and watch your inbox for upcoming details!



CONFERENCE 2010



Online PD – Shifting Our Thinking

by JIM MURPHY

Chapter 1 – Newfoundland and Labrador Outdoors

It is a cold, blustery day in February; the kind of day when I listen intently to the weather report and to school cancellations across the province, fingers crossed. School buses are creeping cautiously about; highways are ice covered and reported as “fair” with whiteout conditions in open areas. But, alas, the weather seems to be holding, for the moment at least, and so I dutifully prepare to greet the day and its wintry challenges. Actually, today is quite unique; it is the first in a series of sessions from the district and the Department of Education on inclusionary practices and differentiated instruction. Plans for the substitute teacher have been left at the school, (darned lucky to get one at all with the H1N1 outbreak), and I am traveling to the city to take part in the sessions.

I jump into my car, equipped with winter tires, highway kit, blanket, extra winter boots and snow-suit in case I hit a snag in my travel plans. I leave at 7:00 a.m., trusting I can arrive on time for the session at 9:00 a.m. I spend two hours toiling through what can best be described as a typical winter day in Newfoundland and Labrador. I arrive at my destination, a little bug eyed and somewhat snow blind from the white knuckled ride.

The session is fabulous and the organizers have put together some great activities. I shake hands (no wait, no shaking, it is flu season)... I greet old friends and enjoy the collegiality of the day. That's always the best part; getting together with peers and sharing and collaborating and this is a great opportunity for interaction and exchange. The day ends at 2:30 p.m. to give the travelers time to return home at a decent hour. Apparently, there is also some “weather” incoming and so we quickly prepare to leave at the predestined time. I get back in my car and head back out over the highway, slithering slowly at sluglike speed over the now snow covered terrain, arriving safely but slightly disturbed by the conditions. It takes about 2.5 hours to crawl home.

Sitting in my chair and reflecting back on the day, I realize that I probably spent as much time traveling as I did engaged in the sessions, and the topper is I am exhausted from the concentration on the highway. “Jeez,” I thought, “It took me four and a half hours to get there and I could have really used that time to plan how I could integrate some of these great activities into my teaching and maybe even I could contact a few teachers in one of my online communities to see what they are doing and what is working in their classrooms.”

Chapter 2 – Newfoundland and Labrador – Vast Virtual Landscape

It's a cold, frosty, February morning as I prepare to head to work. I flick on the radio and listen intently to the school cancellations. Oh well, the weather people have it together this morning and it looks like it will be a fine day, well, as fine as it gets in February in Newfoundland and Labrador. Blink and the whole thing could take on a whole new meaning. That's just the way it is here, unpredictable.

I am teaching this morning, but this afternoon I have a two hour introductory session on inclusion and differentiated instruction, and just in the nick of time because I have a particularly diverse group of learners this year. I didn't know there could be such a range of reading abilities in one grade before. It will be a challenge for sure.

My substitute arrives. I explain and pass along the plans for the two afternoon classes. I grab one of the school's laptops, my personal headset mic and head to the designated E-learning room for the school. It is a multi purpose area and I booked it in anticipation of this session. You see, some of our district specialists are beginning to use technology to bring our PD directly to our school and I succeeded in registering for this session. I plug in and connect to my virtual web conference via the Elluminate Software that the Department of Education and my district has started using to help deliver professional learning to teachers.

I see that many participants have already arrived and we are waiting for the moderator. There are fifteen of us in all from various locations in the district and this is the first of four sessions on inclusion and differentiated instruction being offered. The facilitator arrives and introduces us to the basic tools. There is a talk feature that you can click to speak. You can raise your hand if you have a question or indicate you are following with a polling feature. There is an interactive whiteboard and a chat area as well to round out the main tools. I especially like the emoticons because I can indicate whether I am following or understanding by simply clicking the appropriate icon.

She starts the session with a group poll. We select our responses (we can choose A, B, C or D) and the results are instantaneously transmitted to the whiteboard. She then starts to present the session using the whiteboard feature. Once we are up and running, the facilitator creates a breakout space for us where we can interact in small groups with an assigned facilitator. This really gives us the opportunity to get to the heart of the agenda and I feel engaged. The session ends with a wrap up summary of our breakout room discussions, which she has moved over to the main room and that we present to the larger group. She then shows us how we can save all the activities of the session into a file for future reference. She has also recorded the session so we can refer back to it at a later date. The moderator then tells us that she has also posted some "burning questions" about inclusion in the online community she has developed for that purpose and indicates that we need to participate in the community in preparation for the next session. All the notes from the session, the recording and a ton of other resources have also been posted to the community for our perusal. But, best of all, I can continue to interact with a couple of the pilot teachers from the program who have been encouraged to share their ideas and resources in the community. The session ends at three. I close down the laptop and walk down the hall where I check with my substitute teacher who informs me that all went well. I head to my classroom and complete my planning for the next day while the ideas for differentiation are fresh in my head.

I finish my day and head home, satisfied that I was able to participate in this great PD opportunity. I pull out of the parking lot as the weather closes in, but it is only a ten-minute drive. As I pull in the driveway, I reflect back on the day and the afternoon PD session and look forward to continuing my learning with the next session, content in the thought that I won't have to worry about traveling in the relentless winter conditions for these timely sessions and that I will have arrived home in plenty of time to prepare supper.

The last task for that evening is a little more preparation for tomorrow. I visit my community on the NLTAs Virtual Teacher Centre (www.myvtc.ca) and check and see if there is any activity there. I find a great lesson idea that someone has just posted that fits well with my class for tomorrow. So I take it and print it and thank the person who has posted it. It is just what I needed... and just in time.

Who dares to teach must never cease to learn.

– John Cotton Dana

(www.dictionaryofarthistorians.org/danaj.htm)

Jim Murphy is Coordinator of the Virtual Teacher Centre.

Engineers Without Borders Looking to Teachers to Help Inspire the Province

by DANIEL MILLER

Inspiring a new generation of social change leaders in Newfoundland and Labrador: Engineers Without Borders (EWB) is planning on doing this in January 2010 and we need the help of teachers across the province. From January 6-9, the 2010 EWB National Conference will be coming to St. John's. This is the biggest international development conference in Canada, and the biggest international development event to ever come to Newfoundland and Labrador. It will also be the first time the conference is used to engage tens of thousands of high school students on the same day. We are calling on teachers across Newfoundland and Labrador to help make this a reality and a success.

First, let us share our story. Engineers Without Borders Canada was founded in 2000 as a way of tapping into the Canadian engineering community in the fight against global poverty. By sending volunteers overseas to help implement simple technologies in developing communities, we sought to achieve extraordinary results.

The extraordinary results came quickly. In the nine short years since our founding, EWB has grown to include 25 full time staff members, 35 university and professional chapters, 35,000 members, over 2,500 volunteers in Canada and more than 500 volunteers who have worked overseas. We are well respected in Ottawa for our development expertise, in Africa for the quality of our volunteers, and throughout North America's business and NGO sectors for our innovation and impact.

Our story has grown to include so much more than just engineers seeking technological solutions to the problem of global poverty. EWB's overseas volunteers quickly learned that the problems many developing communities face are much larger and more complex than just a lack of technology. EWB now does overseas work in a number of sectors: governance, agriculture, water and sanitation. A great local example is Evan Walsh, a third year political

science student at Memorial University who recently spent four months in Ghana working with students of a veterinary college on their entrepreneurial skills.

Engineers Without Borders has also achieved great success engaging Canada and Canadians. Through various types of outreach work, EWB seeks to move Canadians to connect and contribute to the developing communities we work with. We also engage government officials and politicians to help make Canadian policies pro-development.

A major part of this in-Canada work is youth engagement. Through a variety of interactive workshops, we strive to open students' eyes to the lived realities of people in developing communities. More importantly, we strive to open their minds to the possibilities of changing those realities by taking action. In the past four years, EWB-MUN volunteers have engaged over 2,000 high school students from every school district in Newfoundland and Labrador. When the conference comes to St. John's in January, we want that number to go much higher.

This is where our story returns to the teachers of Newfoundland and Labrador. On January 8, 2010, Engineers Without Borders is planning to engage students in every single high school in the province on the same day. This event will take advantage of the 400+ delegates of the 2010 EWB National Conference, and broadband technologies, to reach students in every corner of the province.

The goal is big: inspiring a new generation of social change leaders in Newfoundland and Labrador. We strongly believe that the students of this province have an incredible potential to create positive change in communities around the world. We need the help of the teachers of the province to make this happen.

The 2010 EWB National Conference will begin on Wednesday, January 6. The delegation will be made up of award winning students from every EWB chapter in the country, overseas volunteers currently in Africa, engineering professionals who are alumni of

EWB and the staff of our national office. On Friday, January 8, this incredible delegation will reach out and engage the students of the province with what EWB calls the Massive Outreach Event (MOE).

The MOE will happen in two parts. From 9:00 a.m. to 10:00 a.m., 400 delegates will deliver interactive workshops to 13 high schools in the North-East Avalon. The goal of these presentations will be to empower students to see themselves as change leaders and to inspire them to take positive action in their school and community. Interacting with inspiring young leaders from every province in Canada, many of whom have volunteered with EWB overseas, will be an inspiring event for the high school students of Newfoundland and Labrador.

Then, from 10:25 a.m. to 11:50 p.m., we will be taking the MOE province wide. Using technologies that high schools already have, we will be broadcasting a presentation from the main stage of the Holy Heart Auditorium to schools across Newfoundland and Labrador. Students will watch the presentation from central locations of their schools (auditoriums and gymnasiums). The goal of this presentation is to have students realize the role they can play in society and to give them the energy to start taking action.

The presentation will begin with a video message from Newfoundland and Labrador's very own Rick Mercer. Then a keynote speech will be delivered by Shauna Sylvester, the Director of Canada's World – a national citizen's dialogue on Canadian international policy – and a recipient of the *Globe and Mail's* Top 40 Under 40 award. She will push the students to realize that they are connected with the rest of the world and they have the power to change it.

The broadcast will also feature a video produced by the EWB-Ryerson Chapter that shares powerful stories of young social change leaders from across the world. These will be videos from Canada, Africa and beyond of people aged 13-24 who are leading projects that are changing their communities.

Students will come out of this presentation energized, motivated, realistic and equipped with the tools to start taking action as social change leaders.

So, how can the teachers of Newfoundland and Labrador help us make it happen? EWB recognizes that teachers are essential if our MOE is to have lasting impact. We are asking for two things:

(1) Find out if your school is part of this event and encourage your school to sign up. Go to <http://conference2010.ewb.ca/en/moe.html> to see the listings of schools currently participating and what is required of a school who wishes to participate. As of early November, five high schools and over 2,000 students were signed up to take part. We want our mes-

sage of youth empowerment to reach every school in the province. All high school principals in the province have been sent an invite from the Department of Education. If you believe in the power and potential of EWB's MOE, please ask your school's principal about the possibility of participating. Participation can happen on a class-by-class basis, but we are encouraging entire schools to participate together.

(2) Engage your students with the issues beforehand, and encourage them to take action afterwards. Resources designed to help teachers engage their students beforehand are available at <http://conference2010.ewb.ca/en/moe.html>. These are designed to help teachers talk to their students about global issues, and help their students see themselves as potential social change leaders. EWB will also be providing students with opportunities to start their own social change projects after the MOE. Information will be released about this in January. Please take the opportunity to motivate your students to start taking positive actions for communities both in Canada and overseas.

As said above, Engineers Without Borders strongly believes that the students of this province have an incredible potential to create positive change in communities around the world. We hope that the Massive Outreach Event that is part of the 2010 EWB National Conference can energize students to see themselves as people that can lead actions to create change. We know that with the help of teachers across Newfoundland and Labrador, we can make this effort a success.

To learn more about the 2010 EWB National Conference, please visit our website: <http://conference2010.ewb.ca/>. To learn more about Engineers Without Borders Canada, please visit: www.ewb.ca.

All questions relating to the MOE can be directed to: Ian Froude, Co-Chair, Engineers Without Borders National Conference 2010, Memorial University of Newfoundland, Faculty of Engineering and Applied Science, Tel: (709) 699-5016, Email: ianfroude@ewb.ca or ian.s.froude@mun.ca.

This article was written by Daniel Miller, Conference Communications Coordinator, on behalf of Engineers Without Borders.

Solving the Privacy Dilemma

How Parents and Teachers Can Help Youth Deal With Privacy and Marketing Issues Online

Imagine receiving a resume with the following entries: "2002-2006: University. Got drunk and was photographed in various states of undress" and "2007-2008: First job. Called in sick to skip work, went to a party instead." Or picture a child going into a fast-food restaurant and giving the cashier her name, address, phone number and snack preferences, along with the same information on all her friends. As outlandish as these two scenarios may seem, each is only a slight exaggeration of the kinds of disclosures young people regularly make online – and though they may appear to be miles apart, these scenarios both stem from the same bad habits.

As the Internet becomes more and more essential to our home and work lives, it is becoming evident that young people need to acquire skills and attitudes that were not even imagined in past generations. Chief among these skills is *privacy management* – the ability to control what information about you is online, and to whom it is available. The paradox of the Internet is that while a large part of its appeal is the ability to be anonymous, people use it to draw attention to themselves. That same sense of anonymity can also blind people to the ways in which the Internet can be used to gather information about you – methods that traditional media can only envy.

Parents and educators are starting to become aware of the privacy issues facing teenagers and young adults as they develop and experiment with their online identities. What many may not realize, however, is that the habits that lead young people into making bad judgments on Facebook and YouTube actually begin much earlier – and that there is an entire industry devoted to making children accustomed to giving away personal information.

Privacy and marketing issues

For young people the Internet is an overwhelmingly commercial environment. Media Awareness Network's (MNet) 2005 study *Young Canadians in a Wired World* showed that ninety-five per cent of young Internet users' favourite sites contain commercial content, but children often failed to register

the nature of these sites: two-thirds of those students who played *adverg* games, in which advertising material is integrated into online games, said they saw them as "just games," not ads.

Exposure to this online world begins at an early age – as young as age two in some cases, according to the study *Like Taking Candy From a Baby: How Young Children Interact with Online Environments*, by Dr. Warren Buckleitner (2008) – and children are quickly immersed in a constant bath of commercials and branded images. Buckleitner's study found that nearly all children's sites surveyed used a variety of techniques to promote brand recognition, some subtle (the Webkinz logo placed on the pin-clearing mechanism in a bowling game), some more overt (the Rescue Pets logo on the back of every single card in an online version of "Concentration"). It's possible that this early and intensive exposure to branded material can make children, even older children, unable to recognize the commercial nature of the sites they visit. Research has shown that children under six simply don't understand the idea of advertising, and by the time they have developed the capability to recognize marketing messages they will already be accustomed to a world made up of mascots and logos.

The ability to immerse children in advertising content is only one of the benefits of the Internet for marketers. Another is its interactive quality, which makes youth engage with online advertising in a way not found in traditional media. A 2008 study by Mediamark Research and Intelligence showed that nearly half of children ages 6 to 11 had intentionally navigated to a Web site referred to in a commercial in another medium; in other words, the traditional 30-second spot is now becoming a gateway to the much more prolonged, immersive, interactive commercials found online.

The interactive quality of the Internet does more than draw and hold children's attention, though: it also makes it possible for children to voluntarily participate in market research, providing advertisers with data they would have paid top dollar to get in

the past. While nearly all commercial sites aimed at kids contain some free content, in most cases it is necessary to either pay or register to access the best material – and registering almost always means giving up demographic information marketers use to focus and target their ads.

In addition to registrations, these sites use a variety of other techniques to get children to give personal information. Users of popular sites like *Neopets*, for instance, are urged to complete surveys which are nearly always designed to gather consumer research data, such as tastes in candy or breakfast cereal preferences. In exchange for completing the surveys, users are given “Neopoints” which they can use to purchase items within the game. This early training in consumerism is found in nearly all children’s Web sites, and accustoms children from an early age to the idea of giving up one’s privacy in exchange for perks and prizes.

The social networking generation: trading privacy for attention

Teenagers have always been driven to test the rules, and on a cultural level we enter adolescence earlier and leave it later than ever before. What’s different is that the Internet, unlike other mass media, is interactive: users not only receive messages but can broadcast them as well. Unlike the telephone, the only other similar two-way medium, the number of recipients can approach infinity. This is, of course, the appeal of the Internet, which leads to what we might call the *privacy dilemma*: the more fully we participate in Internet life, the more of our privacy we risk giving away.

By adolescence, attention is the most valuable commodity, and teenagers apply to sites like *Facebook* the lessons they learned in *Neopets*. The report *Social Networking: A quantitative and qualitative research report into attitudes, behaviours and use*, by the Office of Communications of the United Kingdom (2008), showed that forty-one per cent of children ages 8 to 17 with visible profiles on social networking sites included personally identifying information such as their e-mail address, phone number or home address.

More worrying than the habit of making private information public, though, are behaviours that consciously trade privacy for attention: posting photos, videos or messages with the potential to be embarrassing, humiliating or even illegal. The trend of posting nude or suggestive photos has led to several high-profile cases in which young people have been charged with distributing child pornography for e-mailing pictures of their girlfriends, boyfriends or themselves. More common, though, is simple humiliation when the pictures fall into the wrong hands. In

fact, research by Dr. Faye Mishna of the University of Toronto has shown that making public material that was meant to be private is one of the most common forms of cyber bullying, and as cell phone cameras proliferate it seems likely that this kind of harassment will become more and more common.

Because of the persistence of online material – anything posted on the Internet can be copied and distributed, even if you delete your original – the potential for embarrassment can be long-lived. Sometimes the consequences are severe: a student at Millersville University in Pennsylvania was denied her teaching degree due to an online photo of her titled “Drunken Pirate,” which was seen as promoting drinking. Perhaps the most telling example, in terms of the cavalier approach displayed towards privacy, is the case of an employee who e-mailed his supervisor to say he would have to miss work due to “something [that] came up at home” – only to later post a picture of himself on his *Facebook* page, dressed at a costume party on the day in question.

Teaching privacy management

The thread running through these different kinds of online privacy issues – whether it’s a six-year-old giving out her name, age and favourite ice cream flavour on a *Neopets* survey, a thirteen-year-old posting suggestive pictures of herself on her *MySpace* page, or a young adult assuming no one will ever connect his absence from work with the activities he *Twitter*s about – is the lack of privacy management skills.

Teachers and parents are generally no more aware than young people of the many risks to privacy online or the tactics and tools that can be used to protect it. Moreover, trying to teach young people (especially tweens and teens) privacy management skills can be an uphill battle. By adolescence, as we’ve seen, kids are much more interested in attracting attention than protecting their privacy. And when they do think about privacy, it is not in terms of protecting their information from their friends, online contacts, or possible future employers; rather, they want protection from their parents and teachers.

Critical thinking skills are the key in dealing with all aspects of the Internet, from researching school papers to dealing with online relationships, and they are the foundation of privacy management. While it may be futile to insist that young people not make any personal information public on the Internet, we can teach them to question the motives of people and corporations who ask for it, and to understand how their own actions may compromise their privacy.

To help educators teach young people to think critically about these issues, MNet, with support from

the Office of the Privacy Commissioner of Canada (OPC), has developed a number of privacy management resources. The professional development workshop *Kids for Sale*, part of MNet's comprehensive *Web Awareness Workshop Series*, familiarizes teachers with the issues of online privacy and marketing, and provides tips and resources for the classroom. The resources also include a two-lesson series, available for free download from both the OPC and MNet Web sites, that teaches students in Grades 7 to 12 how to balance privacy with maintaining an online life.

Once kids are sensitized to privacy issues, we can make them aware of the tools that exist to protect their privacy. Research has shown, for instance, that users of social networking sites – kids and adults alike – rarely adjust the privacy settings on their profiles, and on most sites the default is the lowest level of protection. Changing just a few of these settings can limit the potential viewers of a profile tremendously, while still allowing access to the user's actual friends. (A handout on using privacy settings in Facebook is included in the MNet privacy lesson series.)

Children also need to be made aware of the commercial nature of many Web sites. The MNet Web site has resources for children as young as five that teach them to recognize marketing ploys and data mining techniques, including *Co-Co's AdverSmarts: An Interactive Unit on Food Marketing on the Web* which demonstrates how commercial Web sites aimed at kids integrate marketing messages with entertainment content.

The role of the parent is perhaps the most important one: it's essential that parents be aware and take part in their children's online life. Rather than simply accepting the consumerist ethos of sites like *Neopets*, with their stress on the relentless acquisition of more "stuff", parents should question the messages kids are receiving on these sites. As children get older, parents can use these conversations to encourage their children to develop critical thinking skills, teaching them that many seemingly free offers – such as the promise of "Neopoints" in exchange for filling out a survey – come at a cost to their privacy.

As well, there are kids' sites with little or no commercial content, and they not only raise fewer privacy issues but also tend to be more positive experiences. According to the Buckleitner study, the non-commercial *Sesame Street* and *PBSKids* Web sites had the most educational content, while *Club Penguin*, an advertising-free site which requires a subscription to access the full content, offered the best overall experience.

Contrary to the conventional wisdom, household rules do have an effect on Internet use, even with teens. *Young Canadians in a Wired World* found

that having a rule against giving out your real name and address online reduced the likelihood of that behaviour by as much as twenty-five per cent, and the MediaMark study *Nearly One-Half of Kids Report Being Drawn to Websites by TV or Print Advertisements* found a strong association between kids visiting Web sites mentioned in ads and an absence of household rules on Internet use.

In addition to education, there are industry responses that should be encouraged by parents and other concerned citizens. Under both Canadian and American law businesses have limits on what information they may collect online, and most sites post a privacy policy which outlines exactly what information is collected and what will be done with it. Unfortunately, these policies are typically written in extremely difficult language, even on sites aimed at children; privacy policies found on the fifty sites most popular among Canadian youth had, on average, language at a university level of reading comprehension. The report *Broken Doors: Strategies for Drafting Privacy Policies Kids Can Understand*, published by the Office of the Privacy Commissioner in 2007, presents 14 guidelines for making privacy policies more understandable – but the industry needs to be encouraged to make these changes.

There are also a number of industry guidelines that address online privacy, and while they are only voluntary it's possible to contact sites your children use and make sure they follow them. The Canadian Marketing Association's *Code of Ethics for Marketing to Children*, for instance, forbids collecting any data at all from children under 13 without consent from a parent or guardian. MNet's *Kids for Sale* workshop provides a checklist to help identify sites that follow best practices in their registration and data collection policies.

Trying to teach kids about privacy can often seem like rowing a boat upstream, and there are powerful forces in your way, including teenagers' poor judgment and desire for attention and an entire industry devoted to training young people to adopt bad privacy habits. It's not an impossible task, though, and by teaching privacy management skills to children as soon as they start to use the Internet we can help them to make wise and safe online decisions that will not come back to haunt them.

Media Awareness Network (MNet) is a Canadian not-for-profit centre of expertise in media literacy. MNet's programs are funded by its public and private sector sponsors and partners, who include: CTVglobemedia • Canwest • TELUS • Canadian Internet Registration Authority • CTV • National Film Board of Canada • Government of Canada.



Principal Praised for Personal Care of Students, Wins Award

by FRANK GALE

Gerald Morgan of Stephenville Primary School has been recognized as a principal "who takes personal care with each and every child in his school to assure they are learning."

Those words of admiration come from Christine Manuel, who works closely with Morgan as his vice-principal. Morgan's efforts have been recognized with the Victor May Distinguished Administrator Award given each year to a principal who proves to be outstanding in the school, the school district and the province.

Each year the award is presented to an administrator in the Western School District in honour of May, who was principal of a Deer Lake school before he died in 2002. The award is administered by the School Administrators' Council of the Newfoundland and Labrador Teachers' Association. While it was officially announced by the school board last spring that Morgan was the recipient of the award, a special presentation of the "keeper plaque" was made by Sadie May, May's widow during the Thanksgiving assembly.



Gerald Morgan is presented with the "keeper plaque" by Sadie May at Stephenville Primary School's Thanksgiving Assembly.

Morgan, surprised with the secretive celebration in his honour, said he was very proud to receive the award.

"I didn't know Victor May personally, but at gatherings in the district I've often heard his name ... about the good work he did and how much he loved the children who were in his school," he said. "From this, I'm certainly proud to get an award in his name."

Morgan has been at Stephenville Primary School for 11 years, serving first as vice-principal and for the last five years as principal. He previously worked at L.S. Eddy School in Stephenville. Of his 19 years in education, he has been in administration as vice-principal and principal for 18 of them. His was nominated by the Stephenville Primary School Council on the basis of his commitment to achievement in the school and his dedication to students.

Morgan has been involved in many initiatives the school has implemented to improve student learning. Under his leadership there have been many improvements at the school, including receiving environmental awards, a commitment to literacy and the adoption of the Families and Schools Together program.

"We're involved in quite a lot and Morgan has either led these programs or been very receptive and supportive of them coming into the school," Manuel said.

"We thought it would be nice to present the award at an assembly this year because it's such an important achievement."

This story was written by Frank Gale, The Western Star, Transcontinental Media. It has been reprinted with permission.

Danielle Shea, whose child attended kindergarten at Stephenville Primary School, said there couldn't be a better recipient than Morgan.

"We're only here a month and a half and Morgan is so receptive and so visible in the school," Shea said. "He's always there for the children and is a very fun principal. I think the kids really like him."

Calendar



SCHOOL ADMINISTRATORS COUNCIL CONFERENCE 2010

March 17-19, 2010

Glynmill Inn, Corner Brook. Theme: *Leading from Good to Great*. Join us in Corner Brook for a cool learning experience. Book your room by calling 634-5181. Further information to follow.

TECHNOLOGY EDUCATION SIC CONFERENCE

March 18-19, 2010

(rescheduled from November 12-13, 2009)
Albatross Hotel, Gander. Keynote: Amber MacArthur, co-founder of MGImedia.ca. To register visit www.nlva.net/tetic/. For more information contact Joe LaFitte, joelafitte@hotmail.com or Corey D'Entremont, coreydentremont@esdnl.ca.

PRIMARY/ELEMENTARY SIC CONFERENCE

April 28-29, 2010

Terra Nova Park Lodge.
Further information to follow.

EDGE CONFERENCE 2010

October 12-14, 2010

Delta Hotel & Suites, St. John's. *E-Learning: The Horizon and Beyond*. Contact www.mun.ca/educ

Dates to Remember

December 2009

Dec 10-11 Pre-Retirement Seminar, St. John's
Dec 15 **Department Deadline:** Teacher Exchange applications to Ontario
Dec 17 **Deadline:** PD Fund applications

January 2010

Jan. 15 **Deadline:** 2010 Christmas Card Contest entries
Jan. 15 **Deadline:** Receipt of nominations for Barnes, Bancroft, Allan Bishop, and Special Recognition Awards
Jan. 21 **Deadline:** PD Fund applications
Jan. 22-23 Provincial Executive Meeting

February 2010

Feb 1 **Deadline:** Applications for Educational Leave - teachers must make prior application to school board
Feb. 12 Janeway Day in the Schools
Feb. 18 **Deadline:** PD Fund applications

March 2010

Mar 7-13 Education Week
Mar 18 **Deadline:** PD Fund applications
Mar 31 **Board Deadline:** Notice for retirement at end of school year
Mar 31 **Deadline:** Centennial Study Award Applications
Mar 31 **Deadline (on or before March 31):** International Conference Presenters Program Applications

NLTA Christmas Hours

Please be advised that
the NLTA Building will
be closed from

**December 24th to
January 3rd (inclusive)**

to allow staff to enjoy
the holiday season.



Education Week 2010
March 7-13

My Place

Sub-themes

- Home
- Community
- Province
- Country
- World

Further information and resource materials will be forwarded to schools as soon as they become available.